# TABLE OF CONTENTS

# FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 25 and 26, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Enterprise High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Rusty Holmes is commended.

The staff and administration are congratulated for the generally fine program being provided for Enterprise High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Enterprise High School.

Steven O. Laing, Ed.D.
State Superintendent
of Public Instruction

# WASHINGTON SCHOOL DISTRICT

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**ENTERPRISE HIGH SCHOOL**

**ADMINISTRATION AND STAFF**

## School Administration

Russell Holmes ................................................................................................Principal
Brian Phelps............................................................................... Assistant Principal

## Counseling

Murry D. Hansen ..........................................................................................Counselor

## Support Staff

| | | |
|---|---|---|
| Jon Banks | Joseph Samuel Gardner | Sheri L. Petersen |
| Kim Drake | Jennifer Hall | Tresia Phelps |
| MaRee Farnsworth | Sharon Hess | Tamar Lin Pickering |
| Camie Foremaster | Sheila L. Hunt | Tam Staheli |
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| Fureigh | Vickie Peacock | |

## Faculty

| | | |
|---|---|---|
| Chris Andersen | Doug Jennings | Kay Schmutz |
| Steven Belnap | Doni C. Jones | Becky K. Sorensen |
| Melanie Bowler | Quintin Jones | Kelley Staheli |
| Terry Bowler | Teddi Jones | Ferrol Tait |
| Cort Clove | Valerie Jones | Randy Terry |
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| Gordon Dotson | Maike Nicholes | Malin Williams |
| Terrie Hammerschmidt | Brian Phelps | |
| Randy Hunter | Joan Platt | |

**ENTERPRISE HIGH SCHOOL**

**MISSION STATEMENT**

Cultivating a Life of Learning and Service

**BELIEF STATEMENTS**

- Individual students learn by different means.

- Student understanding should be assessed through a variety of assessments.

- A student's self-concept impacts learning.

- Continuous improvement is imperative for students to become confident, self-directed, lifelong learners.

# MEMBERS OF THE VISITING TEAM

Julian Warton, Hillcrest Junior High School, Murray School District
    Visiting Team Chairperson

Rachel Harris, Olympus High School, Granite School District

Gary Jensen, Milford High School, Beaver School District

George Miller, Utah State Office of Education

Marilyn Robinson, Bryce Valley High School, Garfield School District

**VISITING TEAM REPORT**

**ENTERPRISE HIGH SCHOOL**

**CHAPTER 1:  SCHOOL PROFILE**

Enterprise High School is a small rural school approximately forty miles north-northwest of St. George, Utah.  The facility was constructed in the 1980s and appears compact and complete.  The entire faculty has state-of-the-art-computers, and the school's computer labs appear to be on the cutting edge technologically.  Currently, Enterprise High School serves 345 students.  The faculty includes one principal, one full-time counselor, one part-time assistant principal/athletic director, 27 full-time faculty members, two full-time secretaries, and 18 part-time staff members.  The part-time staff members work in the following positions: counselor from the Department of Workforce Services, I-Net instructor, computer lab aides, custodial workers, drill team, school lunch workers, media assistant, orchestra teacher, and special education aides.  They work together to provide students with both academic and extracurricular activities.  It should be noted that Enterprise High School implemented a block schedule at the beginning of the 2002-2003 school year.

There are 47 seniors (27 males/20 females), 56 juniors (30 males/26 females), 53 sophomores (23 males/30 females), 65 freshman (35 males/30 females), 58 eighth graders (27 males/31 females) and 61 seventh graders (25 males/36 females).  The ethnicity of the student population is largely Caucasian, with the exception of 11 Hispanic children scattered (approximately two at each grade level) through seventh through eleventh grades, and eight Native American children (approximately two at each grade level).

Classroom student-teacher ratios are approximately 18:1, and the average daily attendance for the entire student population over the past two years was approximately 96%.

Enterprise High School offers a variety of clubs and organizations, as well as student government, athletics, the Sterling Scholar program, and extracurricular community and service projects.  Community and PTSA involvement is strong.  Additionally, Enterprise appears to have an involved School Community Group.

a)      *What significant findings were revealed by the school's analysis of its profile?*

In the "Summary of School Profile" it was pointed out that the small school and community size bring both advantages and disadvantages: "Sometimes we are forgotten [in a] good [way]; sometimes we are forgotten [in a] bad [way]." Enterprise High School's "separatism gives us flexibility to specially fit programs

to address our community and student needs." An advantage that was recognized was the lower student-faculty ratio than other schools in Washington District. A disadvantage was described as follows: "Often, though, we have to aggressively campaign to receive fair consideration for things such as physical facilities, computer labs, etc. because of our small school size." The Profile Summary reported that Enterprise High School has an extremely supportive PTSA and community, and that its students have a strong work ethic.

Following is a list of Student Performance Data listed in the School Improvement Plan. The "Cumulative GPA Whole School" offered whole school (grades 7-12) GPA averages yearly from 1999 to 2003. Schoolwide GPAs averaged 3.2. The "Honor Graduates Data" gave the number of Honor Graduates (presumably seniors) from 1999-2002. Approximately 50 percent of the graduating seniors received honors. The "ACT Scores" listed the number of students (on average 43.8, presumably seniors) taking the ACT test from 1996-2001, and the average school performance by subject compared to Utah state and national averages from 1996 to 2002 in graph form. The "National Measures" section offered statistics on SAT tests administered to $8^{th}$ and $11^{th}$ graders from 1997 to 2002: "[The] following tables illustrate the results of the test over the past six years. The national norm for the subtest is 50. These tables also compare us to all other schools in Washington County." Although there was no clear pattern or trend in scores across subject areas or grade levels ($8^{th}$ and $11^{th}$), it is unclear whether the graphs refer to the percentage of correct items on each subtest or the percentage of students at or above near mastery for Enterprise High School as compared to district averages. Data is also offered for $9^{th}$ and $10^{th}$ grade pre-ACT testing. There appears to be no consistent trend in scores in comparison to national averages. Regarding end-of-level Utah State CRT testing, there appears to be an average upward trend in scores for $7^{th}$ and $8^{th}$ grade Science, Earth Systems, Biology, Pre-Algebra, and Math 7. On Vocational Testing, Enterprise had a smaller percentage of students passing vocational competency tests than both the district and state averages from 1998 to 2001. In 2002, it should be noted that 41.7 percent of Enterprise's students passed the vocational competency tests, compared to the state average of 41.6 percent. The Direct Writing Assessment total score for $9^{th}$ grade Enterprise students was 17.8, compared to the school district average of 19. Regarding AP Testing results, no consistent trend in percentage of students passing was evident.

The survey used in the profile was three years old. Survey items were ranked on a five-point scale (i.e., SA, A, N, D, SD). However, data was aggregated on a three-point scale (i.e., SA/A, N, D/SD). The leadership questioned whether survey data accurately reflected the perceptions of the respondents to date.

The Enterprise School Improvement Plan Profile should be used for the analysis of the school's strengths and weaknesses. The Enterprise School Improvement Plan Profile offered no analysis of the student performance data, survey data, or findings provided in the School Improvement Plan Profile. Consequently, there

were no significant findings offered or revealed by the school's analysis of its profile.

b)    *What modifications to the school profile should the school consider for the future?*

It should be noted that the purpose of analyzing the findings of the school improvement plan profile is to isolate student achievement gaps; student, parent, and teacher concerns; and possible areas in which to work on schoolwide improvement relative to student learning.  It is strongly encouraged that Enterprise High School modify its school profile to include the systematic collection and analysis of student demographic and achievement records—such as attendance records, disciplinary referrals, CRT scores, SAT scores, ACT scores, course grades, graduation rates, and failure rates—in order to identify student achievement gaps.

**Suggested Areas for Further Inquiry:**

- Enterprise High School is strongly encouraged to collect and analyze data prior to the development of the school improvement plan.

- Enterprise High School is strongly encouraged to examine relationships between student achievement and trends that may be related to gender, ethnicity, grade level, subject area, attendance patterns, discipline referrals, etc.  Additionally, the staff may want to examine the relationship between student grades in core classes and students' performance on the respective core CRTs.

## CHAPTER 2:  THE SELF-STUDY PROCESS

a)    *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The Visiting Team recognizes that the school and leadership made a conscious and sincere effort to collaborate with the school community at large on behalf of their students.

b)    *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Enterprise High School's self-study appears to focus on its strengths.  Additional data and analysis are required to tease apart and isolate student achievement gaps;

community, student, and faculty concerns; and potential goals for the school improvement plans.

# CHAPTER 3:  INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Enterprise High School's desired results for student learning (DRSLs) are as follows:

1. Lifelong Learners
    Indicators:
        Students realize continual training and education are necessary in the twenty-first century
        Students know how to learn
        Students know where information is kept, how to access it, apply it, and benefit from it
        Students adapt and adjust to change with a healthy attitude

2. Critical Thinkers
    Indicators:
        Students show knowledge by remembering, labeling, outlining, defining
        Students show comprehension by describing, explaining, recognizing, discussing
        Students show application by summarizing, interpreting, applying, using
        Students show analysis by classifying, concluding, examining, comparing and contrasting
        Students show evaluation by judging, criticizing, persuading, predicting
        Students show synthesis by creating, formulating, speculating, emulating

3. Effective Communicators
    Indicators:
        Students communicate by covert and overt modes
        Students recognize appropriateness for different audiences
        Students can import and export ideas, feelings, and beliefs aesthetically

4. Collaborators
    Indicators:
        Student "play well" with others
        Students can "give and get" in a work and play environment
        Students can beneficially use others and be used by others in a productive endeavor
        Students understand synergy and utilize the concept

5. Responsible Citizens
      Indicators:
            Students realize and value the concept that actions produce natural consequences
            Students willingly accept the responsibility of their actions
            Students actively become informed of and involved in societal issues
            Students understand that individual freedoms are contained within societal demands

6. Employable
      Indicators:
            Students understand how to obtain and maintain a career
            Students feel qualified to peruse any opportunities presented in life
            Student understand the American system is sustained by productive workmanship


## Shared Vision, Beliefs, Mission, and Goals:

*a)*      *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

There was involvement from the community, parents, teachers, and the administration in the development of the self-study.  Various focus groups developed, administered, and interpreted surveys of the community, parents, teachers, and students.  The school should be applauded for its effort and work.  However, it should be noted that a standardized survey tool, with clearly stated items, should be used.  The conclusions from focus groups should be summarized and synthesized.

*b)*      *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school has defined a set of beliefs and DRSLs that are supported by research supporting student achievement and success.  The beliefs and DRSLs were collaboratively developed, incorporating input from all stakeholders.  The school appears to sincerely support the achievement and success of its student body.  The faculty and administration have noted the need for more collaborative efforts.  Teachers are beginning to work together more and share ideas. Monthly faculty meetings contain presentations on teaching strategies that are shared with the teachers.  Teachers are talking about sharing and even team-teaching.  The faculty and administration have seen the need to institute departments.  Previously each teacher worked independently; now groups of two to six teachers form departments, which facilitate better communication and sharing of ideas and techniques.

Cross-curricular planning is evident in the way "Six Traits of Writing" is encouraged across departmental classes. Math and English classes share writing activities. Physical Education classes are writing reports and have similar standards of grading. This type of planning and coordination was found in all grade levels and subjects throughout the school.

c)    *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's DRSLs are measurable, sufficiently challenging, and attainable. On several occasions, it was reported that the goals are reviewed on a yearly basis. The Visiting Team observed this in a number of classes (as well as in discussions with teachers and department heads), and noted a comment worthy of inclusion: "We feel our goals are attainable and will result in a better learning environment, utilizing different techniques and technology. Having common goals helps to create a more unified feeling among faculty members." The school should be commended for its recognition and support of the value of unified efforts. However, responses from department chairs and teachers suggest that there is still some confusion as to <u>what</u> the school's improvement goals are. Due to this confusion, and the very early stages the school is in regarding adoption of and adaptation to the new school improvement process, there is loose alignment of the school's newly established DRSLs to its school improvement action plans.

## Curriculum Development:

a)    *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined content standards (the Utah Core Curriculum)?*

Individual teachers are working to ensure that the development of their curricula is based on the Utah Core and other established standards for student learning. Most teachers indicated that they utilized the end-of-level State Core test results to determine which content areas may have been underemphasized and require further emphasis. Collaboration among teachers in addressing the Core Curriculum at the departmental or schoolwide levels has begun, but is not yet fully developed. Increased coordination, both within and between departments, will lead to a shared vision for student learning in each subject area.

b)    *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning (with inclusion of the Utah Life Skills)?*

Teacher interviews and discussions with department chairs indicated that the teaching staff is beginning to evaluate alignment of curricula with their DRSLs and the Utah Life Skills. Further refinement of curriculum objectives in support

of desired results for student learning will clearly indicate what additional skills and knowledge need to be prioritized.

## **Quality Instructional Design:**

a)    *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Students reported to the Visiting Team that a positive academic climate exists at Enterprise High School.  The Visiting Team also validated this finding during classroom observations.  A variety of instructional strategies and learning activities to enhance student achievement were evident.  These strategies included students focused on meaningful group work, persuasive oral reports, and multiple opportunities to accomplish student-directed work.  Effective organizational strategies were also used to maximize student academic engaged time.

b)    *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Teachers and administrators reported that the majority of educators have undergone ESL/WESL training.  This has provided them with additional instructional techniques that have allowed them to modify the learning process to match student needs.  However, it was not clear to the Visiting team which students are needy, or for what.  The school should be commended for its efforts to become increasingly conscious of diverse learners, and is beginning to take steps to enhance their level of achievement.  There is a presumption that implementing good teaching strategies will improve student achievement for all students.

c)    *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students are provided on a consistent basis with a variety of opportunities to receive additional assistance to improve their learning.  Students stated that they have full access to teachers before, during, and after school.  In some cases, teachers have published home phone numbers and provided students with after-school tutoring.   An effective peer-tutoring program has also been established.  The leadership staff meets quarterly to review student grades and make decisions about enhancing opportunities for student learning.

While course offerings may be fewer due to the school's small size, there are been ways to overcome a small class schedule. A number of teachers are providing concurrent enrollment classes. The EDNET Distance Learning Network is available for remote classes to be provided to students.  The new block schedule, instituted just this year, has presented challenges to many; it has opened new

opportunities to all. Class times are extended and allow teachers to "teach deeper" and provide various learning strategies in a single class period. "Hands-on" classes (Science, ATE, Computer Technology) especially have benefited from the block schedule. However, it was reported to the Visiting Team that some staff members are still struggling with using the block scheduling effectively.

## Quality Assessment Systems:

a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The Visiting Team observed a variety of assessment tools being used in the classroom. Assessments are directly linked to specific instructional standards that promote student achievement. Students reported that, in most cases, course objectives and content were clearly defined and delineated so that students understood teacher expectations. Teachers are beginning to understand how to align DRSLs with student achievement. An assessment system which will explicitly measure the attainment of the school's DRSLs needs to be developed and utilized schoolwide.

b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The Visiting Team observed some teachers selecting assessment tools (quizzes, writing samples, group assessments, verbal responses, and oral presentations) based on the type of learning to be assessed, specific performance standards, and their instructional purpose. The school staff has identified performance standards for students, and the Visiting Team encourages them to consistently use the information from standardized tests to determine which performance standards are not being met.

c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Students reported that most assessments of their learning were fair and equitable. However, the focus group report on Quality Assessment Systems indicated that one of their recommendations would be to ensure that "all grading practices are equitable." The Visiting Team determined that this recommendation was made based on student survey results that were unreliable due to vague questioning. This situation was discussed with the focus group chair and to get clarification.

## Leadership for School Improvement:

*a)*     *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The school has established an academic learning climate in which teaching and learning are supported. The faculty reports that faculty meetings have, in part, begun to be utilized to introduce teaching strategies and teacher collaboration time for the purpose of supporting effective teaching strategies.

At the beginning of the school improvement process three years ago, the department heads and various faculty members reported feeling confused and frustrated about the overall school improvement process and how to focus on instructional goals. However, the department heads and faculty members have come to realize, through the course of the 2002-2003 school year, the need to align their instructional goals with the school's DRSLs. It is unclear whether the leadership and the faculty have a clear view of that process.

Random samples of students at all grade levels feel valued and supported at Enterprise High School. It has been reported to Visiting Team members by parents, teachers, and students that the school leadership is very approachable and receptive to their "voice."

Some student and staff accomplishments are recognized on a periodic basis. Focus group members suggest the development of a program to recognize student academic and extracurricular accomplishments (beyond athletics) more frequently.

*b)*     *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership of Enterprise High School appears to try to align decisions with the school's beliefs and mission. Parents and faculty members have reported to Visiting Team members a change in decision making that facilitates and supports the mission and beliefs of the school in the four years the current leadership has been at Enterprise.

Some of the decisions made by the leadership are based on validated, researched-based practices. The initiative of infusing "best practices" teaching strategies and supporting inservice opportunities for faculty is a case in point.

There appears to be limited use of collaborative and shared decision making at this point in time. Department heads report increased opportunities for faculty to meet, share ideas, and collaborate through faculty and departmental meetings. These opportunities are beginning to afford the faculty opportunities to strategize collaboratively.

Due to the small population of students and the many challenges of a 7th-12th grade institution, the leadership necessarily must reserve some decision making.

c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school leadership periodically monitors student progress in achieving the essential knowledge and skills for learning. It is reported that each quarter a student support team composed of the principal, a counselor, a special education teacher, the at-risk teacher, and the ESL teacher reviews testing and grades. Due to the small student population, the department heads, counselor, and teachers have reported that the student support team assesses the students' all-around progress at school. There does not appear to be a mechanism in place for the leadership to continually reflect on instructional effectiveness relative to student achievement.

In the department head meeting, it was reported by the head of the Math Department that the Math Department uses an item analysis of the yearly core testing data and informal assessment measures (class tests and assignments) to improve instructional effectiveness. However, to the extent to which this takes place across all settings is unclear.

Due to the small class sizes (18:1) and the intimate nature of the community, it has been reported to Visiting Team members by parents, students, and teachers that the school leadership and faculty are continually reflecting on student progress.

d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership of Enterprise High School appears to provide skillful stewardship of the school. Parents, students, and faculty members commended the school's leadership for improving the climate and tightening the focus on improved student learning over the past four years. Conversations with faculty members and students indicated changes in policy and procedures that reflected more consistency in student expectations. Over the past two years, for example, there is evidence in the change toward more consistent expectations regarding student dress and behavior at large at Enterprise High School. Additionally, it has been reported to the Visiting Team that student tardiness has declined 68 percent compared to past years.

e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Enterprise High School is in the very early stages of putting its school improvement plan in place. It has been reported to the Visiting Team by leadership, faculty members, and department heads that a complete understanding of the new school improvement process is just beginning to come together for the entire staff. The leadership and staff need to continue their efforts to carefully examine student learning, achievement, and **lack of achievement** across all settings, and compare it to a variety of variables that may help or hinder student and faculty efforts. However, based on conversations with the school's leadership, the Visiting Team is confident that the leadership is committed to the school improvement process and action plans, as well as any recommendations made by the Visiting Team.

f)      *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school's leadership recognizes the value of involving the school community. The current leadership has cultivated and developed community involvement at Enterprise High School. Prior to the current leadership, there was no PTSA or School Community Group. Parents report being invited to participate and become involved with activities, and thus obtaining a "voice" in decision making. This is evidenced by the community's extensive involvement in Enterprise High School's mission, beliefs, and DRSLs. Parents reported to the Visiting Team how approachable and receptive the school's leadership is to their concerns and suggestions. The parents who spoke with the Visiting Team appear to trust and respect the leadership of Enterprise High School.

## Community Building:

a)      *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team observed numerous examples of positive and productive working relationships. Teachers commented that administration does listen to their concerns and comments. Students feel that they can go to their teachers or principal to seek help with classwork or personal problems.

The school environment creates a friendly and inviting atmosphere for student learning.

The school and community are actively involved together in many activities throughout the year. Parents commented that they feel welcome in the school and comfortable in visiting with the principal regarding problems or issues of concern.

Several notable activities are worth mentioning.  On Service Day, students and faculty members go out in the community to provide service.  Back-to-School Night brings alumni and students together.  SEOPs bring parents to school to discuss career and post-high school information and decisions. Parents are able to discuss student progress toward graduation.

b)      *To what extent does the school extend the school community through collaborative networks that support student learning?*

Power School is an online (Internet-based) system that allows student achievement to be readily accessed by parents from their home computer.  All students have e-mail accounts, allowing them to easily communicate within the school community.

A parent-community council and the PTSA meet periodically with school administration and faculty members.  The PTSA publishes a newsletter to the community.

A local newspaper allows (very) low-cost publication of announcements regarding school promotional activities.

The school web site allows the community to access information about the school and its programs.

Many teachers have attended, and are continuing with, professional development activities.  There seems to be a high degree of district-wide support for staff development, and teachers are willing to participate in those activities, often at their own cost and on their own time.

The school newspaper and yearbook are published periodically, enabling the community to "see into" the school.

Students are supported by the administration in participating in extracurricular activities.  The FBLA, sports, drama, TLC speakers, and many other resources are easily available to students.   Students are encouraged to participate.  Sports and PE activities are easily available.  The National Fitness Foundation has helped to develop a fitness center that is open to the community before and after school.


**Culture of Continuous Improvement and Learning:**

a)      *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The culture of the school stresses the commitment of continuous professional

development.  The district and local administration are very supportive in encouraging the staff to seek advanced degrees, and assists with quality professional development.  National and state leaders in educational technology have been brought in by the district to provide research-based professional development.

Teachers commented that they are anxious to learn new skills, strategies, computer software, etc.  Teachers are allowed to visit other schools for observation.  It was reported to the Visiting Team that faculty meetings always stress at least one teaching strategy.

Professional development programs for administrators and staff members focus on skills and knowledge required to fulfill the performance expectations of their roles to contribute to the achievement of school goals for improvement.

Some examples of the quality professional development that has been conducted recently at the school are State and Vocational Testing, Six Traits of Writing, ESL training (state and local), and technology training.  Teachers are routinely earning relicensure points, and are all currently certified and endorsed.  (One exception was a reading teacher who would be soon properly endorsed.)

b)      *To what extent does the school create conditions that support productive change and continuous improvement?*

The school administration should be commended for its efforts to support change for continuous improvement of the school.   Administration and staff members support the work of groups, both within and outside the school, that are responsible for implementing improvement initiatives.  Comments from all stakeholders verify a commitment to continuous improvement and renewal.


### CHAPTER 4:  NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-X

**Standard I—Educational Program**

This standard is met.

**Standard II—Student Personnel Services**

This standard is met.

**Standard III—School Plant and Equipment**

This standard is met.

**Standard IV—Library Media Program**

This standard is met.

**Standard V—Records**

This standard is met.

**Standard VI—School Improvement (This is addressed in the self-study.)**

This standard is met.

**Standard VII—Preparation of Personnel**

This standard was not met on the date of the annual report (October 15, 2002). Three teachers lacked required preparation in one or more assigned areas.

**Standard VIII—Administration**

This standard is met.

**Standard IX—Teacher Load**

This standard is met.

**Standard X—Activities**

This standard is met.

**CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS—ACTION PLAN**

a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The schoolwide action plans are loosely connected to some of the recommendations that surfaced from focus group discussions. The action plans seem to reflect an in-school faculty agenda to establish departments and departmental policies, and the implementation of a district-wide initiative to implement ESL policy and practice. The school's action plans should reflect the school's improvement efforts, which are aligned with student achievement gaps revealed in the school's profiling efforts.

*b)*     *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

The faculty worked collaboratively on the development of the school's action plans. The Visiting Team acknowledges that this is a new school improvement process and that Enterprise High School is just beginning to understand and embrace the process involved. The Visiting Team is confident that the school and its leadership will be committed to working toward improving student achievement.

*c)*     *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The current action plan will require revision to reflect the recommendations of the Visiting Team.

## CHAPTER 6:  MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

### Commendations:

- The faculty, leadership, and parents are to be commended for their conscious and diligent efforts toward creating a positive climate and culture, which facilitate teaching and learning.

- The faculty and leadership are to be commended for their continual efforts to identify the learning needs of the students at Enterprise High School.

- The faculty and leadership are to be commended for their vigilant work in creating a positive community image for Enterprise High School. This image includes creating a safe learning environment, high student expectations for learning, and a staff characterized by caring educators willing to do whatever is necessary to help students to succeed.

- The faculty and leadership are to be commended for a sincere and committed effort to develop a candid self-study of their school and to use this process to identify improvement plans that may facilitate student achievement.

- The faculty and leadership are to be commended for making significant changes in the school structure and process while beginning to infuse "best practices" into their classrooms.

**Recommendations:**

- The school should continue to develop its self study document by refining the profile in the following ways:
  - By collecting current faculty, student and community survey data using a consistent and reliable survey instrument across settings.
  - By collecting data using a variety of sources student data of (i.e., student work samples; test scores; grades; SAT, ACT, and CRT scores; attendance and truancy information; etc.). They should include the disaggregation and analysis of this data in their future school improvement profiles and align their action plans to address the findings from the data analysis, the results of focus groups, and departmental reports.

- The school should continue its work toward infusing the desired results for student learning into daily curricula across settings.

- The school should develop criteria to assess the students' level of achievement of the school's DRSLs across settings.

- The school's departments should continue their efforts to collaboratively share and expand the use of research-validated best practices that support student achievement.